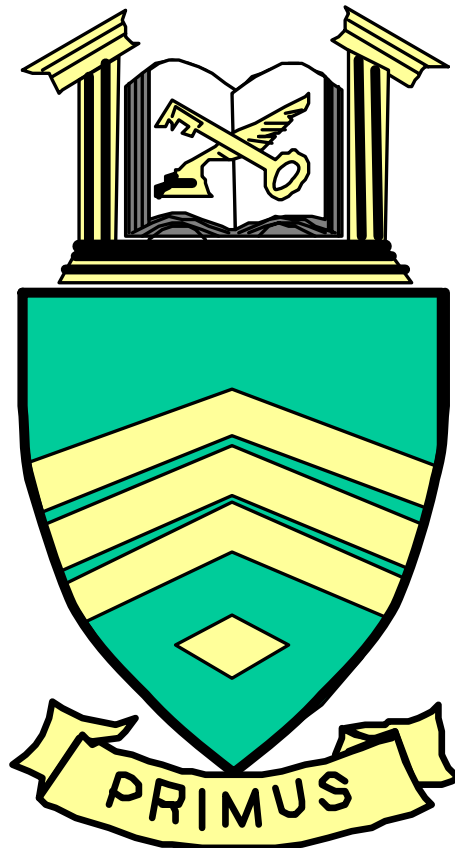U.S. ARMY SERGEANTS MAJOR ACADEMY (FSC-TATS)

T652   OCT 04

TRAINING ASSESSMENT

TRAINING SUPPORT PACKAGE

THIS PAGE LEFT BLANK INTENTIONALL

TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	T652 / TRAINING ASSESSMENT
Effective Date	01 Oct 2004
Supersedes TSP(s) / Lesson(s)	T652, Training Assessment, MAY 00
TSP Users	521-SQIM, First Sergeant Course
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	Users are invited to send comments and suggested improvements on DA Form 2028, *Recommended Changes to Publications and Blank Forms.* Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to: COMDT USASMA ATTN ATSS DCF BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002 Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875 E-mail: atss-dcd@bliss.army.mil
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

Task Number	**Task Title**
152-020-0040	Train a Company

**This TSP
Contains**

TABLE OF CONTENTS

TRAINING ASSESSMENT
T652 / Version 1
01 Oct 2004

SECTION I. **ADMINISTRATIVE DATA**

All Courses Including This Lesson	**Course Number** 521-SQIM	**Version** 1	**Course Title** First Sergeant Course

Task(s) Taught(*) or Supported	**Task Number** 152-020-0040	**Task Title** Train a Company

Reinforced Task(s)	**Task Number** 152-020-0007	**Task Title** Train a Team

Academic Hours

The academic hours required to teach this lesson are as follows:

	Resident Hours/Methods	
	2 hrs	/ Conference / Discussion
Test	0 hrs	
Test Review	0 hrs	
Total Hours:	2 hrs	

Test Lesson Number

	Hours	**Lesson No.**
Testing (to include test review)		N/A

Prerequisite Lesson(s)	**Lesson Number** None	**Lesson Title**

Clearance Access

Security Level: Unclassified
Requirements: There are no clearance or access requirements for the lesson.

Foreign Disclosure Restrictions

FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

References

Number	Title	Date	Additional Information
FM 7-1	BATTLE FOCUSED TRAINING	15 Sep 2003	
TC 25-20	A LEADER'S GUIDE TO AFTER ACTIONS REVIEWS	30 Sep 1993	

Student Study Assignments	Before class- • Read FM 7-1, Chapters 4, 6, and Appendix C. • Read TC 25-20. • Read Advance Sheet. During class- • Participate in classroom discussion. • View TVT. After class- • Review classroom notes and materials. • Return recoverable materials to the instructor.

Instructor Requirements	1:14, MSG, FSC Grad, ITC, SGITC, and VTT-ITC (VTT only) qualified

Additional Support Personnel Requirements

Name	Stu Ratio	Qty	Man Hours
One site coordinator at each VTT site to operate the TNET equipment and coordinate classroom instruction. Must be FSC grad, served as 1SG, ITC, and SGITC qualified. (Enlisted)	1:14	1	2 hrs

Equipment Required for Instruction

Id Name	Stu Ratio	Instr Ratio	Spt	Qty	Exp
702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	1:14	1:1	No	1	No
FSC-1 TNET COMMUNICATIONS EQUIPMENT SUITE (VTT LESSON ONLY)	1:16	1:1	No	1	No
FSC-10 INFOCUS LCD PROJECTOR	1:14	1:1	No	1	No
FSC-11 PROJECTION SCREEN	1:14	1:1	No	1	No
FSC-2 TNET ROOM EQUIPMENT SUITE (VTT LESSON ONLY)	1:16	1:1	No	1	No
FSC-3 TNET AUDIO/VIDEO LINKAGE EQUIPMENT (VTT LESSON ONLY)	1:16	1:1	No	1	No
FSC-4 TV MONITOR 32 INCH	1:14	1:1	No	1	No
FSC-6 WINDOWS OS, MICROSOFT INTERNET EXPLORER, MSOFFICE, FTP SITE SOFTWARE	1:14	1:1	No	1	No
FSC-7 VIEWGRAPH OVERHEAD PROJECTOR	1:14	1:1	No	1	No
FSC-8 WHITE BOARD	1:14	1:1	No	1	No
TVT 17-153 HOW TO CONDUCT AN AFTER ACTION REVIEW	1:14	1:1	No	1	No

* Before Id indicates a TADSS

Materials Required	**Instructor Materials:**

Instructor Materials:
- VGT, 18.
- TSP.
- FM 7-1.
- TC 25-20.
- TVT 17-153, "How to Conduct an After Action Review" (PN 706703).

Student Materials:
- FM 7-1.
- TC 25-20.
- Pen or pencil and writing paper.

Classroom, Training Area, and Range Requirements

CLASSROOM XXI WITH T-NET CAPABILITY (VTT)
CLASSROOM, GENERAL PURPOSE, 600 SF, 16 PN

Ammunition Requirements

Id	Name	Exp	Stu Ratio	Instr Ratio	Spt Qty
None					

Instructional Guidance

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class-
- Read all TSP material.
- The instructor may need to create additional questions to ensure student participation continues throughout the lesson material.

During class-
- Conduct class in accordance with the Training Support Package (TSP).
- Encourage students share experiences that relate to the material, if any.
- The DL (VTT) instructor will select an appropriate site prior to asking a student a question.
- Use the questions provided to generate discussion among the students at the different sites.

After class-
- Report any lesson discrepancies to the Senior Instructor.
- Collect all recoverable materials.

	Name	Rank	Position	Date
Proponent Lesson Plan Approvals	Maestas, Francis	CIV	Training Specialist	
	Adams, Chris L.	SGM	Chief Instructor, FSC	
	Graham, Kevin L.	MSG	Chief, FSC	
	Gratton, Steven M.	SGM	Chief, Functional Courses	
	Bucher, George V.	GS11	Chief, CMD	
	Lemon, Marion	SGM	Chief, CDDD	

SECTION II.   INTRODUCTION

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio is: 1:14
Time of Instruction: 20 mins
Media: VGT-1

Motivator   **SHOW VGT-1, TRAINING ASSESSMENT**

TRAINING
ASSESSMENT

ANALYZE THE TECHNIQUES OF
TRAINING ASSESSMENT

T852/OCT 04/VGT-1
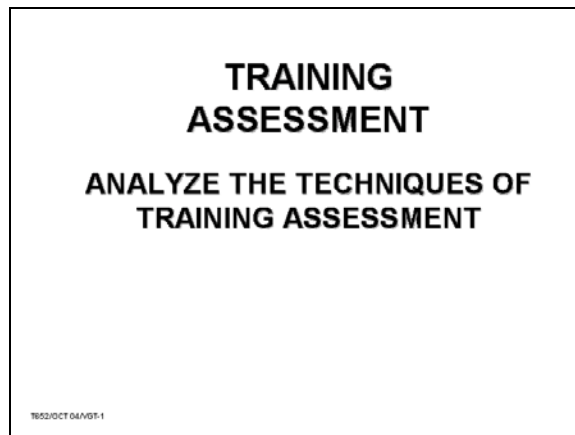
REMOVE VGT-1

Camera: Main camera on the instructor. Ask each Site Coordinator at the Distance Learning sites if they are prepared for training.

   Assessment is the key link between training execution and planning for future training. During the next two hours, we will examine the importance of training evaluations and after-action reviews in the training assessment process.

Terminal
Learning
Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Analyze the techniques of training assessment.
Conditions:	As a first sergeant, in a classroom environment, given FM 7-1, and TC 25-20.
Standards:	IAW FM 7-1 and TC 25-20.

Safety
Requirements

None

Risk Assessment Level	Low
Environmental Considerations	**NOTE:** It is the responsibility of all soldiers and DA civilians to protect the environment from damage.
	None
Evaluation	At the end of this module you will receive a written, objective examination. It will test your learning of the objectives from this and other lessons. You must correctly answer at least 70 percent (28 out of 40) of the questions to receive a GO.
Instructional Lead-In	In this lesson you will examine the application of the battle focused training concepts of assessment and evaluation.

NOTE: At this time, break the class into 3 groups/sites and assign each group a learning objective.

Group 1, ELO A, Explain the evaluation process
Group 2, ELO B, Explain the AAR process
Group 3, ELO C, Explain the command assessment program

NOTE: Give the class 15 minutes (3 groups in designated areas) to process the information. Each group will utilize the questions and VGTs to generate discussion among their groups. After viewing the TVT 17-153, each group will take 15 minutes to present information on their area assigned.

NOTE: Ensure students talk about assessment and evaluation as it relates to their unit or their own experiences. |

NOTE: Inform the students of the Enabling Learning Objective requirements.

A   **ENABLING LEARNING OBJECTIVE**

ACTION:	Explain the evaluation process
CONDITIONS:	As a first sergeant, in a classroom environment, given FM 7-1
STANDARDS:	IAW FM 7-1, Chap 6

1.   Learning Step / Activity 1: The Evaluation Process

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:14
Time of Instruction: 15 mins
Media: VGT-2 thru VGT-8

NOTE: Group 1 will present ELO A.

QUESTION: Who's responsible for training assessment?
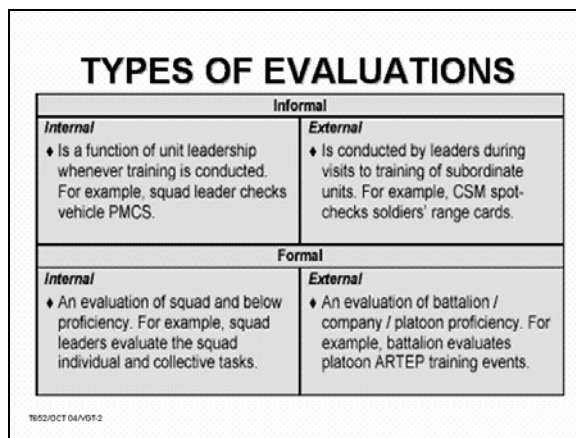
ANSWER: Commanders and leaders.

Ref: FM 7-1, p 6-2, para 6-3

NOTE: Ensure discussion relates to experiences as a 1SG.

QUESTION: What are the types of evaluations?

ANSWER: See VGT-2.

SHOW VGT-2, TYPES OF EVALUATION

Ref: FM 7-1, p 6-6, Fig 6-2

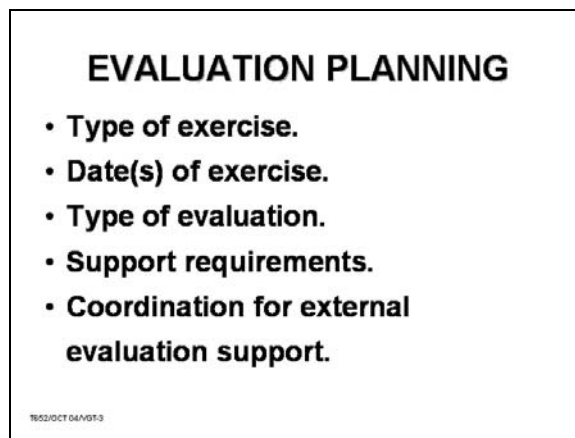**NOTE:** Ensure students cover the following key points

- Conducted by all leaders in the chain of command.
- Continuous and ongoing.
- Use of each type of evaluation. Ensure students discuss the combination aspects of the types of evaluations in FM 7-1, p 6-6, Fig 6-2.

REMOVE VGT-2

QUESTION: What type of information does the chain of command need to facilitate long-range evaluation planning?

ANSWER: See VGT-3

SHOW VGT-3, EVALUATION PLANNING

EVALUATION PLANNING

- Type of exercise.
- Date(s) of exercise.
- Type of evaluation.
- Support requirements.
- Coordination for external evaluation support.

T652/OCT 04/VGT-3

Ref: FM 7-1, p 6-7, para 6-27

NOTE: Ensure the students understand that Reserve Component (RC) commanders may request assistance from their state adjutant general, regional readiness command, or affiliated unit to assist in planning, preparing, and evaluating training. However, the RC chain of command remains responsible for the evaluation.

Ref: FM 7-1, p 6-6, para 6-26

REMOVE VGT-3

As the training event draws near, more detailed evaluation planning occurs.

QUESTION: What type of information do the commander and key leaders develop and provide to enhance effective short-range planning?

ANSWER: See VGT-4

SHOW VGT-4, SHORT-RANGE PLANNING

SHORT-RANGE PLANNING
- Commander's intent and focus for the exercise.
- Pre-execution checklist.
- Level of evaluation.
- Dates for training the evaluators.
- Plan for conduct of evaluator training.
- ARTEP-MTP or T&EOs.

T852/OCT 04/VGT-4

Ref: FM 7-1, p 6-7, para 6-28

REMOVE VGT-4

QUESTION: What type of information do the commander and key leaders provide in a completed evaluation and control plan?

ANSWER: See VGT-5

SHOW VGT-5, EVALUATION & CONTROL PLAN

EVALUATION & CONTROL PLAN
- Intent of the exercise and the evaluation.
- Evaluation procedures.
- Exercise scenario.
- Training objective.
- Resource guidance.
- Required coordination.

T852/OCT 04/VGT-5

Ref: FM 7-1, p 6-7, Fig 6-3

REMOVE VGT-5

SHOW VGT-6, EVALUATION & CONTROL PLAN (CONTINUE)

EVALUATION & CONTROL PLAN (Continue)

- Discussion of evaluator's role in safety.
- Rules of engagement.
- Exercise operating procedures (ExOP).
- Reference—SMs, FMs, MTPs, and SOPs.
- Evaluation checklist and T&EOs.
- Guidance on conduct of AARs.

T652/OCT 04/VGT-6

Ref: FM 7-1, p 6-7, Fig 6-3

REMOVE VGT-6

Evaluation planners use an evaluator worksheet. The worksheet aids in

developing the best evaluator organization.

NOTE: Ensure the students refer to FM 7-1, p 6-8, Fig 6-4 (Evaluator Group Organization Worksheet) and p 6-9, table 6-1 (Task Evaluation Matrix), and briefly discuss the purpose of both and the evaluator training topics in p 6-10, Fig 6-5.

QUESTION: What are some of the basic guidelines for the evaluators?

ANSWER: See VGT-7.

SHOW VGT-7, EVAULATOR GUIDELINES

EVALUATOR GUIDELINES

- **Be trained** (tactically and technically proficient).
- Know the terrain.
- Know the evaluation standards.
- Follow the tactical and field SOPs.
- Apply relevant information.
- Identify strengths as well as weaknesses.
- Patiently observe all actions of the unit.

T652/OCT 04/VGT-7

Ref: FM 7-1, p 6-9, para 6-33

REMOVE VGT-7

SHOW VGT-8, EVAULATOR GUIDELINES (CONTINUE)

EVALUATOR GUIDELINES
(Continue)

• Always use the chain of command.
• Coach unit leaders.
• Assist the commander and leaders
  in training safely.
• Be flexible.
• Do what the soldiers do.
• Know OPFOR training objectives.

T652/OCT 04/VGT-8

Ref: FM 7-1, p 6-9, para 6-33

REMOVE VGT-8

CHECK ON LEARNING: None

B   **ENABLING LEARNING OBJECTIVE**

ACTION:	**Explain the AAR process**
CONDITIONS:	**As a first sergeant, in a classroom environment and given TC 25-20**
STANDARDS:	**IAW TC 25-20**

1.   Learning Step / Activity 1: After Action Reviews

                 Method of Instruction: Conference / Discussion
                 Technique of Delivery: Small Group Instruction (SGI)
          Instructor to Student Ratio: 1:14
                    Time of Instruction: 37 mins
                                    Media: TVT

Show TVT 17-153, "How to Conduct an After-Action Review", PN 706703. Time: 37 mins

NOTE: Ensure group 2 generates feedback utilizing the TVT.

Break Time

2.   Learning Step / Activity 2: After Action Reviews (AARs)

                    Method of Instruction: Conference / Discussion
                     Technique of Delivery: Small Group Instruction (SGI)
           Instructor to Student Ratio: 1:14
                     Time of Instruction: 15 mins
                                      Media: VGT-9 thru VGT-16

NOTE: Group 2 will discuss ELO B by using feedback from the TVT as part of the discussion.

After-Action Reviews (AARs) are a professional discussion of an event, focused on performance standards, that enables soldiers to discover for themselves what happened, why it happened, and how to sustain strengths and improve on weaknesses. It is a tool, leaders and units can use to get the maximum benefit from every mission or task.

QUESTION: What information does the AAR provide?

ANSWER: The AAR provides:

- Candid insights into specific soldier, leader, and unit strengths and weaknesses from various perspectives.
- Feedback and insight critical to battle focused training.
- Details often lacking in evaluation reports alone.

Ref: TC 25-20, chap 1, p 1

The leader's guide on how to plan, and conduct AARs is TC 25-20. It supplements and expands on the guidance outlined in FM 7-1, Appendix C. Competent leaders must understand and apply the techniques and procedures that produce good AARs.

QUESTION: What are the two types of AARs?

ANSWER: Formal and Informal.

Ref: TC 25-20, Fig 1-3

QUESTION: What are the key points in all AARs?
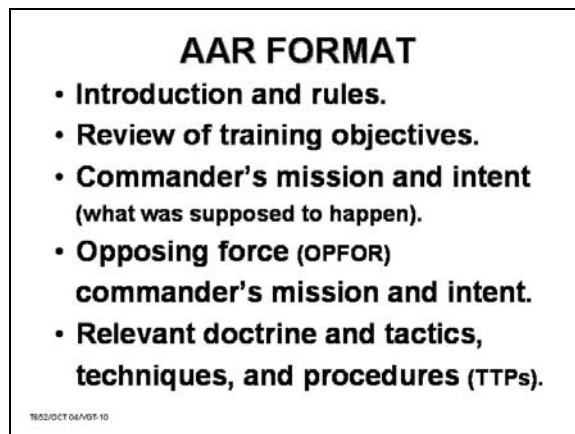
ANSWER: See VGT-9.

SHOW VGT-9, AAR KEYPOINTS

AAR KEYPOINTS
- Are conducted during or immediately after each event.
- Focus on intended training objectives.
- Focus on soldier, leader, and unit performance.
- Involve all participants in the discussion.
- Use open-ended questions.
- Are related to specific standards.
- Determine strengths and weaknesses.
- Link performance to subsequent training.

T652/OCT 04/VGT-9
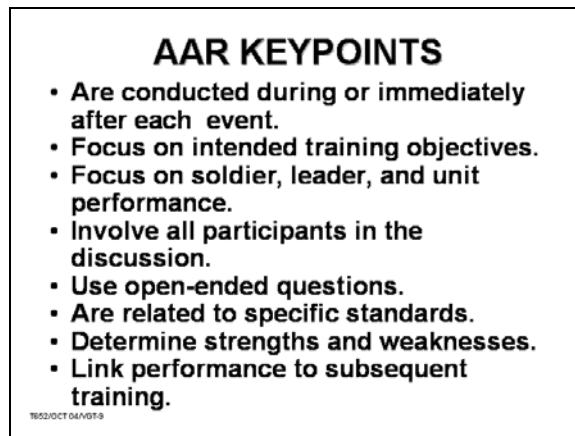
Ref: TC 25-20, Fig 1-1

REMOVE VGT-9

QUESTION: What does the format for the AAR cover?

ANSWER: See VGT-10 and VGT-11.

SHOW VGT-10, AAR FORMAT

AAR FORMAT
- Introduction and rules.
- Review of training objectives.
- Commander's mission and intent (what was supposed to happen).
- Opposing force (OPFOR) commander's mission and intent.
- Relevant doctrine and tactics, techniques, and procedures (TTPs).

T652/OCT 04/VGT-10

Ref: TC 25-20, Fig 1-2

REMOVE VGT-10

SHOW VGT-11, AAR FORMAT (CONTINUE)

AAR FORMAT
(Continue)
- **Summary of recent events** (what happened).
- **Discussion of key issues** (why it happened and how to improve).
- **Discussion of optional issues.**
- **Discussion of force protection issues** (discussed throughout).
- **Closing comments** (summary).

T652/OCT 04/VGT-11
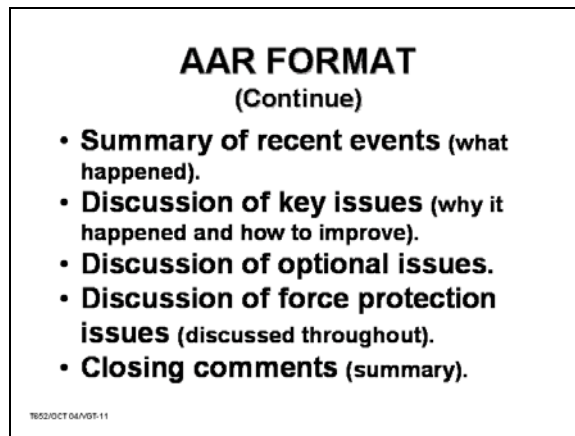
Ref: TC 25-20, Fig 1-2

REMOVE VGT-11

QUESTION: What are the steps involved in the AAR process?

ANSWER: See VGT-12.

SHOW VGT-12, AAR PROCESS

AAR PROCESS
- **Planning**
- **Preparing**
- **Conducting**
- **Follow-up (using AAR results)**

T652/OCT 04/VGT-12
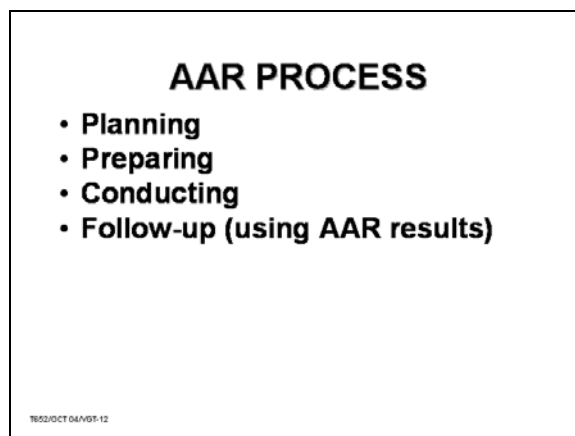
Ref: TC 25-20, Fig 1-4

NOTE: Ensure the students discuss each step involved in the AAR process.

REMOVE VGT-12

QUESTION: What actions should leaders take in the planning phase?

ANSWER: See VGT-13.

SHOW VGT-13 PLANNING

PLANNING
- Select and train qualified OCs (observer controllers).
- Review all pertinent publications (training & evaluation plan/ARTEP/MTPs/STPs).
- Identify when AARs will occur.
- Determine who will attend AARs.
- Select potential AAR sites.
- Choose training aids.
- Review the AAR plan.

T852/OCT 04/VGT-13

Ref: TC 25-20, Fig 1-4 and chap 2

NOTE: Ensure students explain each bullet on VGT-13.

REMOVE VGT-13

QUESTION: What action should leaders take in the preparation phase (step 2) of the AAR?

ANSWER: See VGT-14

SHOW VGT-14, PREPARATION

PREPARATION
- Review training objectives, orders, METL, and doctrine.
- Identify key events OCs are to observe.
- Observe training and take notes.
- Collect observations from other OCs.
- Organize observations.
- Reconnoiter the selected AAR site.
- Prepare the AAR site.
- Conduct rehearsal.

T852/OCT 04/VGT-14

Ref: TC 25-20, Fig 1-4 and chap 3

NOTE: Ensure students explain each bullet on VGT-14

REMOVE VGT-14

QUESTION: How should leaders conduct step 3 of the AAR?

ANSWER: See VGT-15.

SHOW VGT 15, CONDUCT
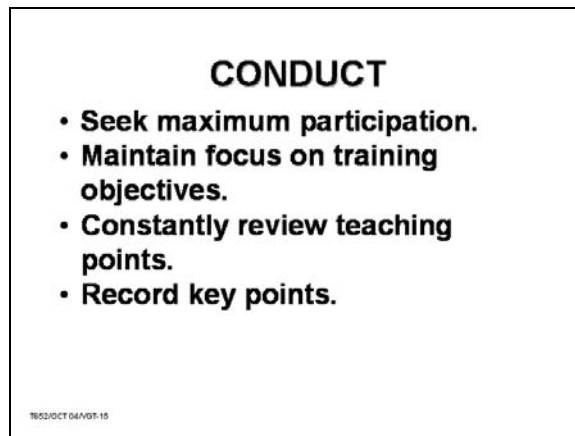
Ref: TC 25-20, Fig 1-4 and chap 4

NOTE: Ensure students explain each bullet on VGT-15

REMOVE VGT-15

QUESTION: What should leaders do to follow-up (step 4) on feedback from the AAR?

ANSWER: See VGT-16.

SHOW VGT-16, FOLLOW-UP
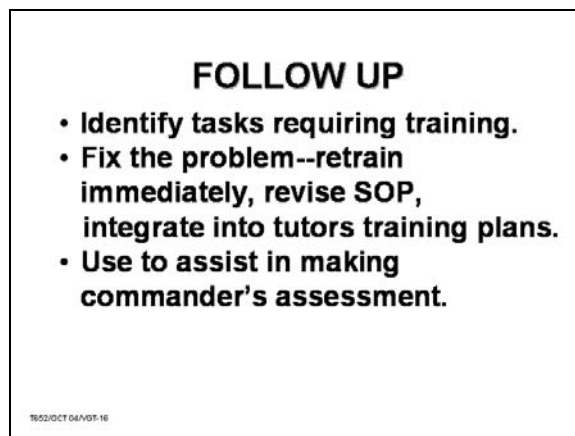
Ref: TC 25-20, Fig 1-4 and chap 5

REMOVE VGT-16

After conducting the final AAR, the company commander reviews the evaluation and AAR results to assess the unit training proficiency.

CHECK ON LEARNING: None

C   **ENABLING LEARNING OBJECTIVE**

ACTION:	Explain the command assessment program
CONDITIONS:	As a first sergeant in a classroom environment, given FM 7-1
STANDARDS:	IAW FM 7-1, Chap 6

1.   Learning Step / Activity 1: Assessment

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:14
Time of Instruction: 15 mins
Media: VGT-17 and VGT-18

NOTE: Group 3 will discuss ELO C

   The following key terms: assessment, organizational assessment, and training assessment are closely related but not interchangeable.

- Assessment is the commander's responsibility. It is the commander's judgment of the organization's ability to accomplish its wartime operational mission.

- Organizational assessment is a process used by Army senior leaders to analyze and correlate evaluations of various functional systems, such as training, logistics, personnel, and force integration, to determine an organization's capability to accomplish its wartime mission. It is applicable to battalion and above and is based on an aggregate of multiple evaluations.

- Training assessment is the commander's and leader's responsibility. It is a process used to analyze training evaluations and other sources of feedback to determine the current level of training proficiency on mission essential tasks.

   Ref: 7-1, p 6-2, para 6-3

QUESTION: Commanders establish a command assessment program to do what?

ANSWER: See VGT-17

SHOW VGT-17, COMMAND ASSESSMENT PROGRAM

Ref: FM 7-1, p 6-3, para 6-6

REMOVE VGT-17

SHOW VGT-18, COMMAND ASSESSMENT PROGRAM (CONTINUE)

Ref: FM 7-1, p 6-3, para 6-6

NOTE: Ensure the students briefly discuss all of the listed sources of evaluation data for organizational assessment IAW FM 7-1, p 6-3, Fig. 6-1. Ensure students understand that leaders must consider every environment safety requirement throughout the assessment process.

REMOVE VGT-18

CHECK ON LEARNING: None

SECTION IV.   **SUMMARY**

> Method of Instruction: <u>Conference / Discussion</u>
> Technique of Delivery: <u>Small Group Instruction (SGI)</u>
> Instructor to Student Ratio is: <u>1:14</u>
> Time of Instruction: <u>5 mins</u>
> Media: <u>None</u>

Check on Learning

Conduct an After Action Review of this lesson by practicing the format you discussed in the lesson. Focus on what went right; what went wrong; and what needs to improve.

Review / Summarize Lesson

The chain of command must commit to an open and honest look at what happened, why it happened, and how to do it better to improved their unit's capability to accomplish its war-time missions.

SECTION V.   STUDENT EVALUATION

Testing Requirements	**NOTE:** Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan. You will receive a 40 question written examination. It may include questions from this lesson. To receive a GO, you must correctly answer at least 28 or more questions.
Feedback Requirements	**NOTE:** Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed. You will participate in an After-Action Review (AAR) immediately following the examination for this lesson.

Terminal Learning Objective

VGT-1, Training Assessment

TRAINING ASSESSMENT

ANALYZE THE TECHNIQUES OF TRAINING ASSESSMENT

T652/OCT 04/VGT-1

TYPES OF EVALUATIONS

Informal	
Internal	*External*
♦ Is a function of unit leadership whenever training is conducted. For example, squad leader checks vehicle PMCS.	♦ Is conducted by leaders during visits to training of subordinate units. For example, CSM spot-checks soldiers' range cards.
Formal	
Internal	*External*
♦ An evaluation of squad and below proficiency. For example, squad leaders evaluate the squad individual and collective tasks.	♦ An evaluation of battalion / company / platoon proficiency. For example, battalion evaluates platoon ARTEP training events.

T652/OCT 04/VGT-2

EVALUATION PLANNING

- Type of exercise.

- Date(s) of exercise.

- Type of evaluation.

- Support requirements.

- Coordination for external evaluation support.

T652/OCT 04/VGT-3

SHORT-RANGE PLANNING

- Commander's intent and focus for the exercise.
- Pre-execution checklist.
- Level of evaluation.
- Dates for training the evaluators.
- Plan for conduct of evaluator training.
- ARTEP-MTP or T&EOs.

T652/OCT 04/VGT-4

EVALUATION & CONTROL PLAN

- Intent of the exercise and the evaluation.

- Evaluation procedures.

- Exercise scenario.

- Training objective.

- Resource guidance.

- Required coordination.

T652/OCT 04/VGT-5

EVALUATION & CONTROL PLAN (Continue)

- Discussion of evaluator's role in safety.

- Rules of engagement.

- Exercise operating procedures (ExOP).

- Reference—SMs, FMs, MTPs, and SOPs.

- Evaluation checklist and T&EOs.

- Guidance on conduct of AARs.

T652/OCT 04/VGT-6

EVALUATOR GUIDELINES

- **Be trained** (tactically and technically proficient).
- **Know the terrain.**
- **Know the evaluation standards.**
- **Follow the tactical and field SOPs.**
- **Apply relevant information.**
- **Identify strengths as well as weaknesses.**
- **Patiently observe all actions of the unit.**

T652/OCT 04/VGT-7

EVALUATOR GUIDELINES
(Continue)

- **Always use the chain of command.**
- **Coach unit leaders.**
- **Assist the commander and leaders in training safely.**
- **Be flexible.**
- **Do what the soldiers do.**
- **Know OPFOR training objectives.**

T652/OCT 04/VGT-8

AAR KEYPOINTS

- Are conducted during or immediately after each event.
- Focus on intended training objectives.
- Focus on soldier, leader, and unit performance.
- Involve all participants in the discussion.
- Use open-ended questions.
- Are related to specific standards.
- Determine strengths and weaknesses.
- Link performance to subsequent training.

T652/OCT 04/VGT-9

AAR FORMAT

- **Introduction and rules.**
- **Review of training objectives.**
- **Commander's mission and intent** (what was supposed to happen).
- **Opposing force** (OPFOR) **commander's mission and intent.**
- **Relevant doctrine and tactics, techniques, and procedures** (TTPs).

T652/OCT 04/VGT-10

AAR FORMAT
(Continue)

- **Summary of recent events** (what happened).
- **Discussion of key issues** (why it happened and how to improve).
- **Discussion of optional issues.**
- **Discussion of force protection issues** (discussed throughout).
- **Closing comments** (summary).

T652/OCT 04/VGT-11

AAR PROCESS

- **Planning**
- **Preparing**
- **Conducting**
- **Follow-up (using AAR results)**

T652/OCT 04/VGT-12

PLANNING

- **Select and train qualified OCs** (observer controllers).
- **Review all pertinent publications** (training & evaluation plan/ARTEP/MTPs/STPs).
- **Identify when AARs will occur.**
- **Determine who will attend AARs.**
- **Select potential AAR sites.**
- **Choose training aids.**
- **Review the AAR plan.**

T652/OCT 04/VGT-13

PREPARATION

- Review training objectives, orders, METL, and doctrine.
- Identify key events OCs are to observe.
- Observe training and take notes.
- Collect observations from other OCs.
- Organize observations.
- Reconnoiter the selected AAR site.
- Prepare the AAR site.
- Conduct rehearsal.

T652/OCT 04/VGT-14

CONDUCT

- Seek maximum participation.
- Maintain focus on training objectives.
- Constantly review teaching points.
- Record key points.

T652/OCT 04/VGT-15

FOLLOW UP

- **Identify tasks requiring training.**
- **Fix the problem--retrain immediately, revise SOP, integrate into tutors training plans.**
- **Use to assist in making commander's assessment.**

T652/OCT 04/VGT-16

COMMAND ASSESSMENT PROGRAM

- Fixes responsibility within the staff and subordinate units for gathering and analyzing evaluation data and preparing recommendations.
- Concentrates on the effectiveness of leader and organizational training.

T652/OCT 04/VGT-17

COMMAND ASSESSMENT PROGRAM (continue)

- Utilizes the CSM and other senior NCOs to gather feedback on individual, crew, and small team training.
- Allows the higher commander to monitor outcomes and take action to reshape priorities, policies, or plans to overcome assessed weaknesses and sustain demonstrated strengths.

T652/OCT 04/VGT-18

Appendix B - Test(s) and Test Solution(s) (N/A)

Appendix C - Practical Exercises and Solutions (N/A)

This appendix contains the items listed in this table---

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 thru SH-1-2
SH-2, Student Notes	SH-2-1 thru SH-2-6

Student Handout 1

Advance Sheet

Lesson Hours	This lesson consists of two hours of small group instruction.

Overview   Training assessment is an integral part of the training management cycle. Throughout, leaders benefit through the leadership assessment and development program that occurs concurrently with the training evaluation and assessment process. Ultimately, we make adjustments in resources, personnel, training, methods, and other areas to refine the training program focus. This lesson consists of a before class reading assignment, a TVT, and a classroom discussion.

Learning Objective   Terminal Learning Objective (TLO):

Action:	Analyze the techniques of training assessment
Condition:	As a first sergeant in a classroom environment, given FM 7-1 and TC 25-20
Standard:	Analyzed the techniques of training assessment IAW FM 7-1 and TC 25-20

ELO A Process for Evaluation
ELO B Process for conducting AARs
ELO C Training assessment process

Assignment   Before class-
- Read FM 7-1, Chapters 4, 6, and Appendix C
- Read TC 25-20
- Read Advance Sheet

During class-
- Participate in classroom discussion
- View TVT

After class-
- Review classroom notes and materials
- Return recoverable materials to the instructor

Additional Subject Area Resources   FM 7-0

Bring to Class You must bring the following materials to class:

- All reference material received.
- Pencil or pen and writing paper.

Student Handout 2

This student handout contains six pages of slides with student note space.

TRAINING ASSESSMENT

ANALYZE THE TECHNIQUES OF TRAINING ASSESSMENT

T652/OCT 04/VGT-1

TYPES OF EVALUATIONS

Informal	
Internal	**External**
♦ Is a function of unit leadership whenever training is conducted. For example, squad leader checks vehicle PMCS.	♦ Is conducted by leaders during visits to training of subordinate units. For example, CSM spot-checks soldiers' range cards.
Formal	
Internal	**External**
♦ An evaluation of squad and below proficiency. For example, squad leaders evaluate the squad individual and collective tasks.	♦ An evaluation of battalion / company / platoon proficiency. For example, battalion evaluates platoon ARTEP training events.

T652/OCT 04/VGT-2

EVALUATION PLANNING

- Type of exercise.
- Date(s) of exercise.
- Type of evaluation.
- Support requirements.
- Coordination for external evaluation support.

T652/OCT 04/VGT-3

SHORT-RANGE PLANNING

- Commander's intent and focus for the exercise.
- Pre-execution checklist.
- Level of evaluation.
- Dates for training the evaluators.
- Plan for conduct of evaluator training.
- ARTEP-MTP or T&EOs.

T652/OCT 04/VGT-4

EVALUATION & CONTROL PLAN

- Intent of the exercise and the evaluation.
- Evaluation procedures.
- Exercise scenario.
- Training objective.
- Resource guidance.
- Required coordination.

T652/OCT 04/VGT-5

EVALUATION & CONTROL PLAN (Continue)

- Discussion of evaluator's role in safety.
- Rules of engagement.
- Exercise operating procedures (ExOP).
- Reference—SMs, FMs, MTPs, and SOPs.
- Evaluation checklist and T&EOs.
- Guidance on conduct of AARs.

T652/OCT 04/VGT-6

EVALUATOR GUIDELINES

- Be trained (tactically and technically proficient).
- Know the terrain.
- Know the evaluation standards.
- Follow the tactical and field SOPs.
- Apply relevant information.
- Identify strengths as well as weaknesses.
- Patiently observe all actions of the unit.

T652/OCT 04/VGT-7

EVALUATOR GUIDELINES
(Continue)

- Always use the chain of command.
- Coach unit leaders.
- Assist the commander and leaders in training safely.
- Be flexible.
- Do what the soldiers do.
- Know OPFOR training objectives.

T652/OCT 04/VGT-8

AAR KEYPOINTS

- Are conducted during or immediately after each event.
- Focus on intended training objectives.
- Focus on soldier, leader, and unit performance.
- Involve all participants in the discussion.
- Use open-ended questions.
- Are related to specific standards.
- Determine strengths and weaknesses.
- Link performance to subsequent training.

T652/OCT 04/VGT-9

AAR FORMAT

- Introduction and rules.
- Review of training objectives.
- Commander's mission and intent (what was supposed to happen).
- Opposing force (OPFOR) commander's mission and intent.
- Relevant doctrine and tactics, techniques, and procedures (TTPs).

T652/OCT 04/VGT-10

AAR FORMAT
(Continue)

- Summary of recent events (what happened).
- Discussion of key issues (why it happened and how to improve).
- Discussion of optional issues.
- Discussion of force protection issues (discussed throughout).
- Closing comments (summary).

T652/OCT 04/VGT-11

AAR PROCESS

- Planning
- Preparing
- Conducting
- Follow-up (using AAR results)

T652/OCT 04/VGT-12

PLANNING

- **Select and train qualified OCs** (observer controllers).
- **Review all pertinent publications** (training & evaluation plan/ARTEP/MTPs/STPs).
- **Identify when AARs will occur.**
- **Determine who will attend AARs.**
- **Select potential AAR sites.**
- **Choose training aids.**
- **Review the AAR plan.**

TI52/OCT 04/VGT-13

PREPARATION

- **Review training objectives, orders, METL, and doctrine.**
- **Identify key events OCs are to observe.**
- **Observe training and take notes.**
- **Collect observations from other OCs.**
- **Organize observations.**
- **Reconnoiter the selected AAR site.**
- **Prepare the AAR site.**
- **Conduct rehearsal.**

TI52/OCT 04/VGT-14

CONDUCT

- **Seek maximum participation.**
- **Maintain focus on training objectives.**
- **Constantly review teaching points.**
- **Record key points.**

TI52/OCT 04/VGT-15

FOLLOW UP

- Identify tasks requiring training.
- Fix the problem--retrain immediately, revise SOP, integrate into tutors training plans.
- Use to assist in making commander's assessment.

T652/OCT 04/VGT-16

COMMAND ASSESSMENT PROGRAM

- Fixes responsibility within the staff and subordinate units for gathering and analyzing evaluation data and preparing recommendations.
- Concentrates on the effectiveness of leader and organizational training.

T652/OCT 04/VGT-17

COMMAND ASSESSMENT PROGRAM (continue)

- Utilizes the CSM and other senior NCOs to gather feedback on individual, crew, and small team training.
- Allows the higher commander to monitor outcomes and take action to reshape priorities, policies, or plans to overcome assessed weaknesses and sustain demonstrated strengths.

T652/OCT 04/VGT-18